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ABSTRACT

Developed by Project BASICS, this guide contains a basic training workshop that teachers in high schools could use to teach students job-seeking skills. The book contains learning activities that actively involve students. The activities are presented in a format in which the left side of the page contains the time length, rationale, materials, and instruction for the activity. The right side of the sheet contains narration useful to the workshop presenter. Each activity is prefaced with a rationale and is followed by a debriefing, which is intended to lend some of the atmosphere of the workplace to the activity. Revisions of activities and supplementary information are provided for several activities to include limited-English proficiency and special education students. The activities include the following: name tag exercise, where do I go for a job?, methods of job hunting, job skills identification, task-skill sheet, developing an experience brief, job applications, breaking tradition, decision making, personal/career decision making, vignettes of student job seekers, job interviews, and budgeting and finance. The guide also contains a pretest and a posttest, addenda providing information on banking, job applications and interviews, bus riding and map reading skills, and a directory of services. A bibliography is included in the booklet. (KC)

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# PROJECT B A S I C S

## BUILDING ATTITUDES AND SKILLS FOR IMPROVED CAREER SUCCESS

A Project Funded by:

Texas Education Agency

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Department of Occupational Education and Technology
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NOTE: Workshop instructions are included and numbered pages, handouts are included after instruction page, and are coded alphabetically to the instruction page.

## RATIONALE

## Project B A S I C S

Education Service Center Region XV staff members, working largely with rural students in the areas of guidance, career education, and special education over several years, found a continuing need of students for training in job seeking skills, information on job opportunities in Texas, and a need to increase general information needed by students entering the world of work.

Our findings supported a series of national and statewide studies conducted after 1975, which pointed out the inability of a large number of citizens to properly prepare themselves for jobs. A survey conducted by the Advisory Council for Technical/ Vocational Education in Texas indicated that of the ten primary causes for rejection of a job applicant, seven causes were related to the applicant's inability to properly prepare for either the interview or application process. A study conducted by the National Council for Reading further indicated a number of job applicants were not familiar enough with the terminology found on job applications to complete the job application error free.

Project BASICS activities were developed to provide a series of experiences relating to the seeking and securing of jobs. Most of the exercises are designed to actively involve the students. There is a minimum of lecture, and a maximum of discussion and doing. It is the opinion of the authors that through this form of interaction students come close to experiencing what they will face in a few short months when they actually begin to enter, full time, the world of work. The exercises are not designed to duplicate with a great degree of exactitude what the students will find when they leave school. They are designed to be, instead, a general introduction to the skills and knowledges necessary to secure employment. It is a basic training course which, in almost every case, needs to be followed up at the local level by regular and vocational counselors, vocational teachers, or other school personnel with additional study and research, to answer student questions which evolve after the student has had time to evaluate the material covered.

It should be remembered that from time to time it will be necessary to update this material to provide the most useful information for students.

These workshop activities relate directly to the State Board of Vocational Education's goals and objectives, which express the intent of providing as much preparation for as many students as possible to enter successfully into the world of work.

## INTRODUCTION TO MATERIALS

The written format of the activities in this book is presented in a form whereby the left side of a sheet contains the time length, rationale, materials, and instruction of the activity. The right side of the sheet contains narration useful to the workshop presenter.

The length of time for an activity will vary with the number of people participating and the amount of time used for debriefing.

Every activity is prefaced with a rationale and is followed up by a debriefing. The developers believe that it is very important for the students to know what they will be involved in and why. This use of rationale and debriefing lends some of the atmosphere of the workplace to the activity.

Revisions of activities and supplementary information are provided for several activities to more adequately include LEP students and special ed students. For certain hearing impaired students, a teacher may wish to secure the services of a signer from a local district or an ESC. For multi-lingual and visually impaired students, teachers might wish to record certain activities on tape for students.

PROJECT BASICS

Pre-Test

1. I can match five skills with tasks or jobs I have done at home, school, or in other work.

____ 5 skills ____3-4 skills ____1-2 skills ____No skills

2. I can list four references on a resume or job application.

____4 references ____3 references ____1-2 references ____No references

3. I can name three sources of information about where I can find a job.

____ 3 sources ____ 2 sources ____1 source ____None

4. I can identify errors in a job application.

____Yes, I can ____I think I can ____I don't think I can ____I can't

5. I can name three items of information that are not legal to put on a job application.

____3 items ____2 items ____1 item ____None

6. I can name two job fields that will have excellent or very good prospects for jobs in the 1980s.

____Yes, I can ____I think I can ____I don't think I can ____I can't

7. I can name two job fields in which competition will be high in the 1980s.

____Yes, I can ____I think I can ____I don't think I can ____I can't

8. I know what the job or career outlook in the 1980s is for the job or career in which I am interested.

____Yes, I do ____I think I do ____I don't think I do ____No, I don't

9. I know five questions that are likely to be asked in a job interview.

____5 questions ____3-4 questions ____1-2 questions ____None

10. I can name four qualities employers will be looking for in job applicants.

____4 qualities ____3 qualities ____1-2 qualities ____None

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PROJECT BASICS

Post-Test

1. I can match five skills with tasks or jobs I have done at home, school, or in other work.

____ 5 skills ____3-4 skills ____1-2 skills ____No skills

2. I can list four references on a resume or job application.

____4 references ____3 references ____1-2 references ____No references

3. I can name three sources of information about where I can find a job.

____ 3 sources ____ 2 sources ____1 source ____None

4. I can identify errors in a job application.

____Yes, I can ____I think I can ____I don't think I can ____I can't

5. I can name three items of information that are not legal to put on a job application.

____3 items ____2 items ____1 item ____None

6. I can name two job fields that will have excellent or very good prospects for jobs in the 1980s.

____Yes, I can ____I think I can ____I don't think I can ____I can't

7. I can name two job fields in which competition will be high in the 1980s.

____Yes, I can ____I think I can ____I don't think I can ____I can't

8. I know what the job or career outlook in the 1980s is for the job or career in which I am interested.

____Yes, I do ____I think I do ____I don't think I do ____No, I don't

9. I know five questions that are likely to be asked in a job interview.

____5 questions ____3-4 questions ____1-2 questions ____None

10. I can name four qualities employers will be looking for in job applicants.

____4 qualities ____3 qualities ____1-2 qualities ____None

TITLE: NAME TAG EXERCISE

LENGTH OF ACTIVITY: 15 minutes

RATIONALE: The purpose of this exercise is to focus the participants on the direction the day will take. It is, additionally, a method of helping the participants to adjust to the fact that this workshop will be different in design and intent from the regular school day.

MATERIALS: Pen or pencil, 5 x 7 cards, flip chart or butcher paper, blackboard, broad tip felt pen, and scotch or masking tape.

INSTRUCTION: There are two workshop leaders. One draws a sketch of the name tag on the blackboard (flip chart/butcher paper) while the other follows with the narration.

NARRATION:

1. In the center of the card, write your name. Make it small enough to write some other information.
2. In the upper left hand corner, write the job you think you will probably have when you complete high school.
3. In the upper right hand corner, write a job you would like to have after high school if money were no object. This ca be a fantasy job, a job you may never have but would like to have.
4. You have often heard people talk about getting a good job; in the lower left hand corner write down how much money is involved in a good job.
5. Imagine you have just received a million dollars. In the lower right hand corner write how you would spend the money. Now, using the tape we have provided, attach the name tag to your shirt or blouse.

Participants are instructed to get up, mill around and read the comments which have been written on other participants cards. After about five minutes, the students are to return to their chairs and the exercise is debriefed.

NARRATION: The purpose of this exercise was to have you look very broadly at what you think you'll do after high school. Part of it, the job you'll probably have, is reality. The rest is fantasy, but fantasy based on reality. What we will be talking about today will be the reality of job seeking and making your fantasies into realities.

TITLE: WHERE DO I GO FOR A JOB?

LENGTH OF ACTIVITY: 10 - 12 minutes

RATIONALE: Many high school students have little information concerning the specifics of getting a job. The first of these specifics is; "Where do I go for a job?" This exercise begins to answer this question.

MATERIALS: Blackboard (flip chart/butcher paper), chalk or felt tip marker, and "Qualities Employers Like, Dislike in Job Applicants", a pamphlet from the Advisory Council for Technical-Vocational Education in Texas.

INSTRUCTION: This exercise is primarily an open discussion to answer the question, "Where do I go for a job?". You may wish to lay out three columns on the board. Label these (from left to right) "Agency or Source", "Advantages", and "Disadvantages". The workshop leader then asks the students a question. such as, "If you were looking for a job, where would you go?". Explore the advantages and disadvantages of each agency or source mentioned. As you conduct the discussion, fill in the form you have laid out on the board. Your chart should look something like figure #1 on the next page, when finished.

It is important that you allow the students to draw on their own experiences or those of their friends, parents, or associates. You may be able to clear up some misconceptions about the various agencies. As you complete the chart on each agency, review or explain the purpose of each agency.

In debriefing this activity, the material on page 8, entitled "Methods of Job Hunting" provides a concise view of job seeking experiences.

| AGENCY/METHOD | ADVANTAGES | DISADVANTAGES |
|---|---|---|
| Texas Employment Commission | 1. Put you in touch with employers locally and all over the state<br>2. Free service<br>3. Free testing, if necessary | 1. Not in every city<br>2. Sometimes a long wait when being put in touch with employers<br>3. Some people think TEC handles only low level jobs |
| Private Employment Agencies | 1. Sometimes handles higher level jobs<br>2. Not centrally located | 1. A fee is involved |
| Newspaper Want Ads | 1. Almost all newspapers have them | 1. Don't always give a lot of information<br>2. Research shows few people actually get jobs this way |
| Word of Mouth | 1. Most people find jobs this way | 1. One needs to inquire of all relatives and friends<br>2. Time Consuming |
| Employer Contacted Directly | 1. Applicant selects employer<br>2. Second most frequently used method of job seeking | 1. Takes Time<br>2. Many prospective employers may have to be contacted |

Figure # 1

TITLE: METHODS OF JOB HUNTING

You need to know, basically, that there are two methods of job-hunting. The first, or traditional, method is the one everybody knows about: want-ads, employment agencies, recruiters, resume's, etc. This method works very well for some job-hunters. In case you want to know what the odds are, before you start, a survey of ten million job-seekers by the Bureau of the Census*revealed that for every 100 who use:

a) classified-ads in the daily or weekly papers, 24 find a job thereby; 76 out of the 100 don't.
b) private employment agencies, 24 (again) find a job thereby; 76 out of the 100 don't.
c) the Federal/State Employment Service, 14 find a job thereby; 86 out of the 100 don't.
d) their school or college placement office, 22 find a job thereby; 78 out of the 100 don't.
e) Civil Service examinations, 13 find a job thereby; 87 out of the 100 don't.
f) friends, relatives, teachers, etc., 22 find a job thereby; 78 out of the 100 don't.

In a separate study, of those who send out resume's, it was found that employers made one job-offer for every 1470 resume's they received, on an average. That means that 1469 out of every 1470 resume's do not result in a job.[1]

*Published in the Occupational Outlook Quarterly, Winter, 1976

[1]Bolles, Richard Nelson, What Color is Your Parachute?
Ten Speed Press, Box 7123, Berkeley, CA 94707. 1981
$6.95, paper.

TITLE: JOB SKILLS IDENTIFICATION

LENGTH OF ACTIVITY: 30 - 35 minutes

RATIONALE: In order for a person to prepare themselves to compete in the job market, it is necessary for that person to examine the skills, talents, and experiences which they bring to the work place.

MATERIALS: Skills and Abilities (Page 10) for each participant.

INSTRUCTION: Each student should have a copy of Skills and Abilities or Task-Skill Sheet, (Page 13)

You may decide one form may be more appropriate than another for your particular group of students.

INSTRUCTION: Each student should complete at least one B section before proceeding to the resume' section.

If this exercise is being conducted in a regular classroom, as opposed to a special presentation, an additional assignment would involve the student using the skills identified in the writing of a short self-descriptive paragraph.

NARRATION: Part of preparing to enter the world of work is examining what you can bring to the job, in terms of skills and abilities. If you have had limited or no work experience it will be necessary to look at your experiences, and from them determine what positive consequences you can relate to a prospective employer.

Nearly everyone has had a job, either at home or at school, if not outside the home. Think about one job you have had.

Now look at the examples of jobs on your paper. With both baby sitting and newspaper delivery a person develops a variety of skills related to that job, and also transferable to any job.

After reading the two examples, refer to Section B. Fill in the name of a job you have held or a job you have done around your house. Under "Job Duties and Activities" list, in broad terms, what you did on that job. For each duty, determine what skill was used or developed. You may use the word list to identify skills.

Definition:

Skill - a developed aptitude or ability

Job Duty - acts required by you to perform a job

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## SKILLS & ABILITIES

Instructions

1. List your previous job or jobs.
2. Under 'Job Duties & Activities, list what you did on this job. (See Example)
3. With the assistance of your counselor or group leader, identify the skills you developed from this job.

| Job Title | Job Duties & Activities | Skills Developed |
|---|---|---|
| Babysitter | 1. Arriving on time | 1. Punctuality |
| A-1 | 2. Taking care of child | 2. Follow instructions |
| | 3. Being there when required | 3. Dependability |
| | 4. Helping with homework & supervising play activity | 4. Leadership |
| | 5. Taking phone messages | 5. Telephone courtesy and clarity |
| | 6. Conversation | 6. Public Relations |
| | 7. Working in spare time | 7. Ambition |
| Paper Delivery | 1. Buying & Collecting for papers | 1. Handling money |
| A-2 | 2. Tying, wrapping & delivering papers | 2. Punctuality<br>Responsibility<br>Time Budgeting |
| | 3. Keeping record of who has, & how much was paid | 3. Bookkeeping |
| | 4. Conversation | 4. Public Relations |
| | 5. Working in spare time | 5. Ambition |
| Job Title | Job Duties & Activities | Skills Developed |
| | 1. | 1. |
| B-1 | 2. | 2. |
| | 3. | 3. |
| | 4. | 4. |
| | 5. | 5. |
| | 1. | 1. |
| B-2 | 2. | 2. |
| | 3. | 3. |
| | 4. | 4. |
| | 5. | 5. |

### Skills Checklist

| | |
|---|---|
| Acting | Initiating |
| Adapting | Instructing |
| Analyzing | Interviewing |
| Assembling | Inventing |
| Team member | Keep records |
| Being precise | Leading |
| Being sensitive | Listening |
| Building | Locating |
| Calculating | Make layouts |
| Caring About | Managing |
| Caring for | Measuring |
| Chairing | Meeting peopl |
| Classifying | Motivating |
| Cleaning | Negotiating |
| Collecting | Observing Deta |
| Committee work | Run machines |
| Comparing | or vehicles |
| Computing | Organizing |
| Constructing | Participating |
| Cooking | Performing |
| Cooperating | Persuading |
| Coordinating | Planning |
| Copying | Planting |
| Creating | Preparing |
| Cultivating | Producing |
| Deciding | Promoting |
| Delegating | Protecting |
| Designing | Reading |
| Directing | Recruiting |
| Displaying | Remembering |
| Dramatizing | Reporting |
| Editing | Reviewing |
| Empathizing | Researching |
| Encouraging | Risking |
| Enlisting | Selecting |
| Entertaining | Selling |
| Estimating | Sewing |
| Evaluating | Show foresight |
| Explaining | Sketching |
| Expressing | Solve proble |
| Feeding | Speaking |
| Filing | Supporting |
| Finding | Tabulating |
| Fixing/repairing | Teaching |
| Follow through | Testing |
| Take instructions | Timing |
| Give instructions | Training |
| Guiding | Typing |
| Helping | Using tools |
| Handling | Visualizing |
| Identifying | Writing |
| Illustrating | |
| Imagining | |
| Improvising | |

TITLE: JOB SKILLS IDENTIFICATION - Revision

LENGTH OF ACTIVITY:

RATIONALE: In order for a person to prepare themselves to compete in the job market, it is necessary for that person to examine the skills and talents and experiences which they bring to the work place.

MATERIALS: Skills and Abilities (Page 10) for each participant.

INSTRUCTION: Each student should have a copy of Skills Checklist and Task-Skill Sheet.

Home Tasks: Monitor students' listing of Tasks at Home. Some may need individual help in starting to list the tasks they do at home. After most of students have listed several tasks, move on to Tasks at School.

School Tasks: Monitor students' listing of tasks at school. Some may need individual attention by questioning and encouraging to assist them in identifying as many school related tasks as they have done.

Work Tasks: Monitor as in previous activities.

NARRATION: Part of preparing to enter the world of work is examining what you can bring to the job in terms of skills and abilities. If you have had limited or no work experience it will be necessary to look at your experiences, and from them determine what positive consequences you can relate to a prospective employer.

Nearly everyone has had a job, either at home, at school, or outside the home. Think about the jobs you have had. Now, look at the worksheet entitled TASK-SKILL SHEET. On this sheet three of your work experience environments are identified:

I. Tasks at Home
II. Tasks at School
III. Tasks at Work

Under TASKS AT HOME, list the tasks or jobs that you presently do or have done in the past. Such things as chores you do at home, like clean house, clean room, cook, plan meals, mow yard, etc. Include work on the family farm, ranch, or business. If you need to list more tasks, use the back of your paper.

NARRATION: Schools Section
Since you have been in school practically all your life, you have participated in many tasks* that have taught you skills that are potentially valuable to prospective employers. List these tasks under School Section Roman Numeral II. Include such things as office worker, annual staff, newspaper staff, participation in team sports and activities, school plays, U.I.L. contests, FFA & other club or class member or officers, vocational or business classes, etc. Use the back of your paper to list additional tasks.

NARRATION: Many of you have had some type of job. These jobs may not have been jobs that paid you money. List the tasks or job duties under the section, Tasks at Work. Some jobs you may have done are; baby sitting, working for a business, farm, or ranch, volunteer sales person for fund drives for the senior class, cancer society, etc., working for friends or kinfolk without pay. Use the back of the sheet if necessary to list as many tasks as you can.

* Other than learning related classroom tasks

INSTRUCTION: Many students will need help in matching tasks-jobs with skills learned or used in that job. Therefore, considerable individual help will be needed. Some explanation or definition of skills will be necessary.

Note: If time is a factor, an alternative procedure is as follows: Have students go over the Job Skills sheet and check each skill they think they have. Check students to be sure they are identifying skills you know they possess. Some explanation of skill definitions will be necessary. After students have identified their skills, have them count the number of skills, and place that number at the top of the page.

This procedure might be done first to familiarize students with the skills before trying to match them with tasks.

NARRATION: Now that you have made a fairly complete list of tasks you have done at home, school, and work, we are ready to identify the skills you have learned doing these tasks. This list of words will help you identify the skills that may be matched with the tasks. Some tasks, such as typing, may also be a skill. Typing would be listed in both the task and skill column. You may use some skills more than once. For example, you may have been an officer or committee chairperson for more than one organization, therefore the chairing skill would be used as many times as appropriate. Some tasks may involve more than one skill. For example; team sports require the skill of cooperation, following directions, encouraging, and other skills you may identify. Match as many skills as you can with each task or job you have done.

Point out how skill words on list are mostly doing words ending in ing.

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PROJECT BASICS

TASK-SKILL SHEET

| I. Tasks at Home | Work Related Skills Developed |
|---|---|
| | |
| | |
| | |
| | |
| II. Tasks at School | |
| | |
| | |
| | |
| | |
| III. Tasks at Work | |
| | |
| | |
| | |
| | |

Write one paragraph about you, stressing the strongest skills you have developed at home, in school, and at work.

Looking at the skills you have listed above, rate them from strongest to weakest. In considering your choices for potential careers, are the skills you have developed so far going to be of use to you in that career? How could you gather some of the skills you need?

* Add - now that you have identified skills, have a discussion of what use these skills could be to you in a job.

PROJECT BASICS

## ACTIVITIES AND SKILLS CHECKLIST

Acting
Adapting
Analyzing
Assembling
Team member
Being precise
Being sensitive
Building
Calculating
Caring about
Caring for
Chairing
Classifying
Cleaning
Collecting
Committee work
Comparing
Computing
Constructing
Cooking
Cooperating
Coordinating
Copying
Creating
Cultivating
Deciding
Delegating
Designing
Directing
Displaying
Dramatizing
Editing
Empathizing
Encouraging
Enlisting
Entertaining
Estimating
Evaluating
Explaining
Expressing
Feeding
Filing
Finding
Fixing/repairing
Follow through
Take instructions
Give instructions
Guiding
Helping
Handling
Identifying
Illustrating
Imagining
Improvising
Initiating
Instructing
Interviewing
Inventing
Keep records
Leading
Listening
Locating
Make layouts
Managing
Measuring
Meeting people
Motivating
Negotiating
Observing detail
Run machines or vehicles
Organizing
Participating
Performing
Persuading
Planning
Planting
Preparing
Producing
Promoting
Protecting
Reading
Recruiting
Remembering
Reporting
Reviewing
Researching
Risking
Selecting
Selling
Sewing
Show foresight
Sketching
Solve problems
Speaking
Supporting
Tabulating
Teaching
Testing
Timing
Training
Typing
Using tools
Visualizing
Writing

TITLE: DEVELOPING AN EXPERIENCES BRIEF

LENGTH OF ACTIVITY: 20 Minutes

RATIONALE: Anyone entering the world of work needs some basic personal information arranged in a concise, useful form. This exercise introduces the idea of an Experience Brief, and provides the participant with experience in completing a simple form.

MATERIALS: Qualifications Brief form for each student. Examples of additional chronological and functional resume's.

INSTRUCTION: Go through the form line by line. It is useful to give a word or two of explanation on each line. Most students will have no problems until they reach Primary Aims.

INSTRUCTION: Allow students to continue filling out the form.

NARRATION: As you progress into the world of work, you will need to be able to provide your prospective employer with a great deal of information about you and your job experience. One way of providing this information is through the use of a resume' or a summary of your experiences.

The form we will use varies a great deal from a formal resume'. It includes some information not on a formal resume' and deletes a few items. This is primarily for your use, although on some occasions it could function as a resume'.

NARRATION: Under the Primary Aims section, put down what you would like to be doing in the next one to two years. If you plan to go to college, note it here. If you are interested in a specific job, indicate it. Let me caution you; if you are applying for a specific job and intend to use this form as a resume', you would be well advised to make sure the Primary Aims and the job are similies Using the skills you identified on page 13, decide on a career or educational objective that interests you. Regarding what to put under work experiences line for Job, point out how this relates to skills activity they just did. Also, give some examples of what is meant by "School Accomplishments."

NARRATION: Related Experiences ask you to describe some of your experiences on the job, such as: "Had responsibility for all summer workers", or "Primary responsibilities required my working as delivery truck driver for a florist shop".

NAME: _____ TELEPHONE: _____

Parent/Guardian: _____

Current Address: _____

Place of Birth: _____ Date of Birth: _____

PRIMARY AIMS: _____

_____

School Accomplishments: _____

_____

Graduation Date: (High School) _____ Approx. Grade Point at Graduation: ____

I. Work Experiences:

Where Employed: _____

Job: _____

Date Employed: _____

here Employed: _____

Job: _____

Date Employed: _____

Where Employed: _____

Job: _____

Date Employed: _____

II. RELATED EXPERIENCES: _____

_____

_____

III. REFERENCES:

1. Name: _____
   Address: _____
   Position: _____
   Telephone: _____

2. Name: _____
   Address: _____
   Position: _____
   Telephone: _____

3. Name: _____
   Address: _____
   Position: _____
   Telephone: _____

## COVER LETTER

Occasionally a person answers a newspaper ad that calls for a job applicant to send a resume' to a prospective employer, to be further considered for employment. Rather than just sending in a piece of paper with one's qualifications listed on it, a 'cover letter' or 'interest letter' is sometimes enclosed, to introduce the resume' to the prospective employer. This letter could be typed or neatly handwritten to contain the following things:

Your age and education status - example:

I am a 17-year old high school graduate in my first year of technical training at TSTI. Or; I am 19 years old and completed my sophomore year of high school. For the past two years I have been employed at Dunn's Grocery, and am enrolling in the fall session of training to complete my G.E.D.

Your interest in the job for which you are applying - example:

Dental assistant - I have worn braces for three years, and am very much interested in the field of dentistry. I work well with my hands, and have made good grades in my science and health classes at school. I see the job of dental assistant as a good opportunity to help other people.

TITLE: JOB APPLICATIONS - I. A BASIC EMPLOYMENT BLOCK

LENGTH OF ACTIVITY: 12 - 18 minutes

RATIONALE: Nearly every job listed in the Dictionary of Occupational Titles involves the employee completing a job application. The application is usually the single lasting piece of documentation resulting from the job seeking experience. The student must give some thought and preparation to this critical aspect of job seeking.

MATERIALS: Transparency of completed job application, overhead projector, screen.

INSTRUCTION: This exercise is conducted with a large group. The transparency of a job application with a number of errors is projected on a screen. Each line should be examined by both workshop leader and student. The errors not pointed out by the students should be brought to their attention. Most students will be able to point out the majority of errors.

NARRATION: We are going to talk about job applications. Usually, the first real contact you have with a prospective employer is through a job application. The job application is important because it represents you to an employer.

There may be a large number of people applying for a particular job; if so, the impression you make with a job application will last. If it is incomplete, illegible, or looks as if it has been dragged down the street, the employer will probably have that impression of the applicant.

Let's look at a job application now, and see if you can identify some of the errors made.

INSTRUCTION: Show first page of job application.

Narrator identifies with the students problems in job application pages. We have found it useful to discuss:

a) accuracy in answering questions
b) use of Reference Checks on second page
c) general negligence exhibited on the form

HOURLY EMPLOYEE

# APPLICATION FOR EMPLOYMENT

Discrimination in employment because of race, creed, color, national origin, ancestry, age, sex, physical or mental handicaps, or liability for service in the armed forces of the U.S. is prohibited by federal legislation and/or by laws against discrimination in some states.

## PERSONAL

| LAST NAME | FIRST | MIDDLE INITIAL | PHONE |
|---|---|---|---|
| Gallagher | Allen | S. | 549-0879 |

| STREET ADDRESS | CITY | STATE | ZIP CODE |
|---|---|---|---|
| 4101 Ratfield | Telegraph | Texas | 76849 |

SOCIAL SECURITY NUMBER: ~~454-88-1884~~ 454-88-1884

HOW DO YOU PLAN TO GET TO WORK? ☐ MASS TRANSIT ☐ AUTO ☐ OTHER I have my own car.

NAME AND PHONE OF PERSON TO BE NOTIFIED FOR EMERGENCY (Do not answer in New York State)

IS YOUR CITIZENSHIP OR IMMIGRATION STATUS SUCH THAT YOU CAN LAWFULLY WORK IN THE U.S.? ☑ YES ☐ NO
IF HIRED, CONTINUED EMPLOYMENT MAY BE DEPENDENT UPON PROOF OF CITIZENSHIP OR PRESENTATION OF AN ALIEN REGISTRATION NUMBER.

ARE YOU: ☐ 14-15 ☐ 16-17 ☑ 18 OR OLDER IF UNDER 18, PROOF OF AGE MUST BE PROVIDED PRIOR TO HIRING

## EDUCATION

| NAME OF SCHOOL AND ADDRESS | DATES FROM (Mo./Yr.) | DATES TO (Mo./Yr.) | GRADUATED YES | GRADUATED NO | NUMBER OF COLLEGE CREDIT HOURS | MAJOR | AVERAGE |
|---|---|---|---|---|---|---|---|
| JUNIOR HIGH Rosemont Jr. High 213 Poly - Ft Worth | 9-73 | 8-1976 | ☑ | ☐ | | | 85 |
| HIGH SCHOOL Telegraph H.S. - Telegraph Tex | 9-76 | 5-81 | | ☐ | Will Graduate in May | | ? |
| COLLEGE | | | | | | | |
| OTHER | | | | | | | |

EXTRACURRICULAR ACTIVITIES

CURRENTLY ENROLLED IN HIGH SCHOOL/STUDY PROGRAM ☐ YES ☐ NO

## GENERAL/ACTIVITIES

STARTING WAGE DESIRED $3.35 PER HOUR

DATE AVAILABLE TO START ~~ASAP~~ 1 SEPT 1981

| DAYS AND HOURS AVAILABLE TO WORK | SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|---|---|---|---|---|---|---|---|
| DAY | | | | | | | |
| FROM | | | | | | | |
| TO | Schedule depends on college schedule | | | | | | |

WHAT INTERESTED YOU IN [redacted]? Chance to work part-time and make decent wage.

WHAT ARE YOUR HOBBIES, SPECIAL INTERESTS, AND ACTIVITIES? (Do not include those indicating race, creed, nationality or religion) RUNNER (10000 MTRS) READING S.F. MEMBER NAT'L HONOR SOCIETY

DO NOT ANSWER THE FOLLOWING QUESTION IN NEW YORK STATE OR MASSACHUSETTS OR — IF CONVICTION OCCURRED MORE THAN SEVEN (7) YEARS AGO — IN WASHINGTON STATE. A RECORD OR CONVICTION DOES NOT DISQUALIFY YOU FROM EMPLOYMENT CONSIDERATION.

HAVE YOU EVER BEEN CONVICTED OF A FELONY OR MISDEMEANOR OTHER THAN A TRAFFIC VIOLATION? ☐ NO ☐ YES
IF YES, STATE CHARGE, COURT, DATE AND DISPOSITION OF CASE No convictions

18 [redacted]

## EMPLOYMENT/WORK EXPERIENCE

| COMPANY NO. 1 (Present or most recent employer) | | ADDRESS/PHONE NUMBER | |
|---|---|---|---|
| WILLIAMSON LAUNDRY | | 2709 SAVANNA RD - 474-1902 | |
| EMPLOYED (Month & Year) FROM SEPT 1974 - NOW | RATE OF PAY START 2.65 | ENDING | AVERAGE NUMBER OF HOURS WORKED PER WEEK 18-20 |
| POSITION(S) HELD | | SUPERVISOR'S NAME/POSITION TOM WYNN | |
| DESCRIBE YOUR DUTIES | | | |
| MAY WE CONTACT THIS EMPLOYER? X YES ☐ NO | DAYS LOST FROM WORK (Do not answer in New York State) ABOUT 10 IN THE WHOLE TIME I WORKED THERE. | | |
| REASON FOR LEAVING | | | |

| COMPANY NO. 2 NONE | | ADDRESS/PHONE NUMBER | |
|---|---|---|---|
| EMPLOYED (Month & Year) FROM TO | RATE OF PAY START | ENDING | AVERAGE NUMBER OF HOURS WORKED PER WEEK |
| POSITION(S) HELD | | SUPERVISOR'S NAME/POSITION | |
| DESCRIBE YOUR DUTIES | | | |
| MAY WE CONTACT THIS EMPLOYER? ☐ YES ☐ NO | DAYS LOST FROM WORK (Do not answer in New York State) | | |
| REASON FOR LEAVING | | | |

THE INFORMATION I AM PRESENTING IN THIS APPLICATION IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE, AND I UNDERSTAND THAT ANY FALSIFICATION OR MISREPRESENTATION HEREIN COULD RESULT IN MY DISCHARGE IN THE EVENT I AM EMPLOYED BY THE [redacted] I AUTHORIZE [redacted] OR ITS REPRESENTATIVES TO CONTACT ALL FORMER EMPLOYERS AND TO FURTHER INQUIRE AS TO ANY INFORMATION GIVEN BY ME ON THIS APPLICATION.

APPLICANT'S SIGNATURE Allen B. Gallagher DATE:

## DO NOT WRITE BELOW THIS LINE

| COMPANY NO. 1 REFERENCE CHECK | | | GOOD | AVERAGE | POOR |
|---|---|---|---|---|---|
| APPLICANT ELIGIBLE FOR REHIRE: ☐ YES ☐ NO | | ATTENDANCE: | ☐ | ☐ | ☐ |
| DATES OF EMPLOYMENT VERIFIED: ☐ YES ☐ NO | | PERFORMANCE: | ☐ | ☐ | ☐ |
| CHECKED BY: | CONTACTED: | | DATE: | | |

| COMPANY NO. 2 REFERENCE CHECK | | | GOOD | AVERAGE | POOR |
|---|---|---|---|---|---|
| APPLICANT ELIGIBLE FOR REHIRE: ☐ YES ☐ NO | | ATTENDANCE: | ☐ | ☐ | ☐ |
| DATES OF EMPLOYMENT VERIFIED: ☐ YES ☐ NO | | PERFORMANCE: | ☐ | ☐ | ☐ |
| CHECKED BY: | CONTACTED: | | DATE: | | |

MANAGER'S/INTERVIEWER'S NOTES:

TITLE: JOB APPLICATIONS - II. THE HIRING COMMITTEE

LENGTH OF ACTIVITY: 24 - 30 minutes

RATIONALE: To reinforce the importance of the job application, the students will examine several job applications from the standpoint of an employer.

MATERIALS: Completed job applications for Arnold Holister, Penny Wyatt, Dan Wilhite, Belle Johnson. Job description.

INSTRUCTION: The students will be in small groups of 5 or 6 for this activity. It is usually best to have them number off, 1 to 5 or 6, then assign an area for group one, two, three, through five.

INSTRUCTION: In a similar fashion, move the other groups to different parts of the room. Each group should select a spokesperson. Distribute to each group a packet containing 4 job applications for Penny Wyatt, Don Wilhite, Belle Johnson, and Arnold Holister.

INSTRUCTION: Allow the participants approximately 15 - 18 minutes to examine the job applications, then discuss which applicant should be chosen. Student's reasons should be concerned with rational reasons for selection or non-selection.

One critical factor in the selection of these potential employees centers on the sex of the employee. Much discussion will focus on the ability of the female to carry out job responsibilities. See the next section for Sex Equity information.

FACILITATOR:

Be sure each group has two or more sets of applications to review. Monitor groups to see that each person gets to review each of the 4 applications. Check to see tables are reaching concensus on the choice of an applicant, a spokesperson for the group has been selected, and the group helps the spokesperson develop reasons for selecting the applicant they did.

NARRATION: We will continue to examine job applications for awhile longer. First, I'd like to put you into groups we can handle a little easier. I want you to number off, 1 - 2 - 3 - 4 - 5, and instead of 6, go back to 1. Begin. Now, group 1, move to (designate a space in the room).

NARRATION: Examine this material individually and then as a group. Decide, as a group, which job seeker represented by a job application, meets the requirements of the job description. Be able to give reasons why you have chosen the applicant you have, and rejected the others.

# JOB APPLICATION

PERSONAL INFORMATION: Name: Webster Arnold N
Last First Middle

Address: 1771 N 14th Vegas Tx 75383 424-6791
Street City State Zip Code Telephone Number

Employment Desired: Type of Work: Full-Time X Part-Time ___ Summer ___

Job Preferred: 1 st. _____ Dates Available _____
2 nd. _____ Dates Available _____

| EDUCATION: Name/Location of School | From Year | To Year | Graduate Yes | Graduate No | Degree | Subjects of Special Study |
|---|---|---|---|---|---|---|
| High School | | | | | | |
| Kaufman H.S. | Sept '76 | May 79 | | X | | |
| College, University | | | | | | |
| Graduate School | | | | | | |
| Vocational School | | | | | | |

Typing - wpm | Dictation - wpm | Office Machines Operated

ACTIVITIES: NON

Civic, College, Business Memberships and Offices Held

Riding Motorcycles, Domino playing, Rodeo
Hobbies or Special Interests

EXPERIENCE: Start with Present Employment and work down to Past Employment

| DATES From | To | Employer's Name and Address | Position Held | Salary | Reason for Leaving |
|---|---|---|---|---|---|
| JUNE 19 | | Smith TEXACO | PUMPED GAS | 2.25 | |
| - 77 | X | 12-31-77 Ries to Grocery | CLERK | 2.25 | Rst. to School |
| - 78 | 9-78 | Byed Value Factory | MACHINE OPERATING | 2.25 | — |

Have you ever been employed by this company: Yes ~~X~~ No X Who referred you to this company: Heard about it at school

REFERENCES: 1 personal, 2 work related (other than relatives)

| Name | Address | State/Zip | Business | Years of Acquaintance |
|---|---|---|---|---|
| Joe A Smith | 2714 loop 12 | Viejo | 75383 | 5 yrs. |
| | | | | |
| | | | | |

worked in a lot of places & can do almost anything

State any special skills you may have

Use this space for any additional information you may wish to submit

I hereby authorize the company to make any inquiries of my previous employment or other references regarding my employment abilities. I certify that all answers on this application are true, correct and complete to the best of my knowledge.

Arnold D. Holeston
Signature

Date

Interviewer

Date

Comments:

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## JOB APPLICATION

**PERSONAL INFORMATION:** Name: WYATT (Last) PENNY (First) (Middle)

Address: 1726 FINLEY (Street) VIAJO (City) TX (State) 75383 (Zip Code) 456-5611 (Telephone Number)

**Employment Desired:** Type of Work: Full-Time ___ Part-Time ✓ Summer ___

**Job Preferred:** 1 st. GROCERY CLERK Dates Available NOW
2 nd. ___ Dates Available ___

| EDUCATION: Name/Location of School | From Year | To Year | Graduate Yes | Graduate No | Degree | Subjects of Special Study |
|---|---|---|---|---|---|---|
| High School | | | | | | |
| A.J. WALKER HIGH School | 1975 | 1978 | ✓ | | H.S. DIPLOMA | P.E. / MATH |
| College/University | | | | | | |
| Graduate School | | | | | | |
| Vocational School | | | | | | |

| Typing - wpm | Dictation - wpm | Office Machines Operated |
|---|---|---|
| | | |

**ACTIVITIES:** DRILL TEAM OFFICER, V.P. HONOR SOCIETY

**Civic, College, Business Memberships and Offices Held**

BELLY DANCING, GYMNASTICS, SWIMMING

**Hobbies or Special Interests**

EXPERIENCE: Start with Present Employment and work down to Past Employment

| DATES From | To | Employer's Name and Address | Position Held | Salary | Reason for Leaving |
|---|---|---|---|---|---|
| | | NO PREVIOUS EMPLOYERS | | | |
| | | | | | |
| | | | | | |

Have you ever been employed by this company: Yes ___ No ✓ Who referred you to this company: JACKIE ALBRICHT, CHECKER STORE #4

REFERENCES: 1 personal, 2 work related (other than relatives)

| Name | Address | State/Zip | Business | Years of Acquaintance |
|---|---|---|---|---|
| LEE CAMPBELL | 306 DODDS | 75383 | PE TEACHER | 3 YRS |
| JANE SPELLER | 100 N. MAX | 75383 | BOOK TELLER | 1 YEAR (BABYSITTING) |
| | | | | |

State any special skills you may have

I LEARN QUICKLY + WORK WELL WITH PEOPLE.

Use this space for any additional information you may wish to submit

I hereby authorize the company to make any inquiries of my previous employment or other references regarding my employment abilities. I certify that all answers on this application are true, correct and complete to the best of my knowledge.

Penny Wyatt — Signature

September 27, 1983 — Date

Interviewer

Date

Comments:

29

## JOB APPLICATION

**PERSONAL INFORMATION:** Name: Wilhite (Last) Dan (First) C. (Middle)

Address: 1515 Goliad St (Street) Viola (City) TX (State) 75600 (Zip Code) 453-0071 (Telephone Number)

Employment Desired: Type of Work: Full-Time ___ Part-Time ___ Summer ___

Job Preferred: 1 st. Grocery Checker Dates Available Now
2 nd. Stock person Dates Available Now

| EDUCATION: Name/Location of School | From Year | To Year | Graduate Yes | Graduate No | Degree | Subjects of Special Study |
|---|---|---|---|---|---|---|
| High School | | | | | | |
| John Tyler High | 9-75 | 5-78 | ✓ | | H.S Diploma | Math/history |
| College/University | | | | | | |
| Graduate School | | | | | | |
| Vocational School | | | | | | |

| Typing - wpm | Dictation - wpm | Office Machines Operated |
|---|---|---|
| | | |

ACTIVITIES: V.P. Student Council, Track team, Key Club

Civic, College, Business Memberships and Offices Held

football art music
Hobbies or Special Interests

EXPERIENCE: Start with Present Employment and work down to Past Employment

| DATES From | To | Employer's Name and Address | Position Held | Salary | Reason for Leaving |
|---|---|---|---|---|---|
| | | No Previous Work Experience | | | |
| | | | | | |
| | | | | | |

Have you ever been employed by this company: Yes ___ No ✓ Who referred you to this company: T.J. Osbourne Employee Store #

REFERENCES: 1 personal, 2 work related (other than relatives)

| Name | Address | State/Zip | Business | Years of Acquaintance |
|---|---|---|---|---|
| James R Willis | 1104 Wood St | 75382 | Coach | 4 yrs. |
| Ann Bratcher | 7011 Hill St | 75382 | Police Woman | 1 yr. (yard work) |
| | | | | |

State any special skills you may have

I like working with people

Use this space for any additional information you may wish to submit

I hereby authorize the company to make any inquiries of my previous employment or other references regarding my employment abilities. I certify that all answers on this application are true, correct and complete to the best of my knowledge.

Sam Hilbito — Signature

9-27-83 — Date

Interviewer

Date

Comments:

## JOB APPLICATION

**PERSONAL INFORMATION:** Name: Johnson Belle J.
Last First Middle

Address: 8180 San Simon Viejo Tex. 952-2001
Street City State Zip Code Telephone Number

Employment Desired: Type of Work: Full-Time ___ Part-Time ___ Summer ___

Job Preferred: 1 st. _____ Dates Available _____
2 nd. _____ Dates Available _____

| EDUCATION: Name/Location of School | From Year | To Year | Graduate Yes | Graduate No | Degree | Subjects of Special Study |
|---|---|---|---|---|---|---|
| High School | | | | | | |
| R.J.W.H. school | 9-75 | 5-78 | ✓ | | HS | Everything. |
| College/University | | | | | | |
| Graduate School | | | | | | |
| Vocational School | | | | | | |

| Typing - wpm | Dictation - wpm | Office Machines Operated |
|---|---|---|
| | | |

ACTIVITIES: 3 years Cheerleader, Most Popular Girl. Homecoming Queen
All Sports activities + contests
Civic, College, Business Memberships and Offices Held

Hobbies or Special Interests

EXPERIENCE: Start with Present Employment and work down to Past Employment

| DATES From | To | Employer's Name and Address | Position Held | Salary | Reason for Leaving |
|---|---|---|---|---|---|
| — | No previous experience | | | | |
| — | | | | | |
| — | | | | | |

Have you ever been employed by this company: Yes___ No___ Who referred you to this company: J J Johnson

REFERENCES: 1 personal, 2 work related (other than relatives)

| Name | Address | State/Zip | Business | Years of Acquaintance |
|---|---|---|---|---|
| Rev. Wilson | 3116 Simon | 75383 | Minister | 12 |
| Jack Lock | 1507 San Raja | " | H.S Coach | 3 1/2 |
| | | | | |

I am able to get along rivell with people
State any special skills you may have

+ I think it would be terrific to work for your company
Use this space for any additional information you may wish to submit

I hereby authorize the company to make any inquiries of my previous employment or other references regarding my employment abilities. I certify that all answers on this application are true, correct and complete to the best of my knowledge.

Bobbe Johnson — Signature
2-29-83 — Date

Interviewer
Date

Comments:



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JOB DESCRIPTION

CLERK -- GROCERY STORE

Duties:

. Stock Shelves
. Assist in cleaning up the store
. Assist with inventory
. Sack and carry out groceries
. Assist with unloading transport truck

Hours: 4 PM - 7 PM, Monday, Wednesday and Friday
4 PM - 9 PM, Thursday and Saturday

Salary: Minimum Wage

TITLE: JOB APPLICATIONS - III.

LENGTH OF ACTIVITY: 15 minutes

RATIONALE: A great number of problems concerning job applications can be dealt with by providing practice in completions of applications.

MATERIALS: Blank job application

INSTRUCTION: Usually, after completing parts I & II, students are experienced enough with job applications to last for awhile. However, if you'd like your students to complete a job application, a blank is provided.

The participants should be urged to use their Qualifications Brief, completed earlier, for all personal information.

# JOB APPLICATION

PERSONAL INFORMATION: Name: _____
Last First Middle

Address: _____
Street City State Zip Code Telephone Number

Employment Desired: Type of Work: Full-Time ____ Part-Time ____ Summer ____

Job Preferred: 1 st. _____ Dates Available _____
2 nd. _____ Dates Available _____

| EDUCATION: Name/Location of School | From Year | To Year | Graduate Yes | Graduate No | Degree | Subjects of Special Study |
|---|---|---|---|---|---|---|
| High School | | | | | | |
| College/University | | | | | | |
| Graduate School | | | | | | |
| Vocational School | | | | | | |

Typing - wpm Dictation - wpm Office Machines Operated

ACTIVITIES: _____

Civic, College, Business Memberships and Offices Held

Hobbies or Special Interests

EXPERIENCE: Start with Present Employment and work down to Past Employment

| DATES From | To | Employer's Name and Address | Position Held | Salary | Reason for Leaving |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |

Have you ever been employed by this company: Yes____ No____ Who referred you to this company:_____

REFERENCES: 1 personal, 2 work related (other than relatives)

| Name | Address | State/Zip | Business | Years of Accuaintance |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |

State any special skills you may have

Use this space for any additional information you may wish to submit

I hereby authorize the company to make any inquiries of my previous employment or other references regarding my employment abilities. I certify that all answers on this application are true, correct and complete to the best of my knowledge.

Signature _____ Date _____

Interviewer _____ Date _____

Comments:_____

TITLE: BREAKING TRADITION AND ENTERING TODAY'S CAREERS

LENGTH OF ACTIVITY: 20 Minutes

RATIONALE: With the passage of Title IX in the Civil Rights Act and the women's movement that began in the '70s, a new emphasis has been placed on the talents, interests, and needs women bring to the work place and job market of the '80s. This exercise introduces the new emphasis on sex equity in personnel selection and presents the possibilities for men and women to select, prepare, and seek jobs that were formerly available primarily to only one sex. With more husbands and wives working, new strains in family relationships develop.

MATERIALS: Three Seniors, Careers, Fears, and Math slide tape presentation developed by Houston Community College. Available from Regional ESCs.

EQUIPMENT: Carousel projector, tape player.

INSTRUCTION: Introduce unit with discussion.

NARRATION: Today about half the women in the United States work outside the home. By the 1990s futurists project this figure will increase to 75% or more. Think for a moment; How many of your mothers work? (You may not wish to have a show of hands.) What kinds of jobs do they do? What kinds of jobs do the men in the family have? What kinds of jobs have you seen women doing that you are not accustomed to seeing?

In this filmstrip we will see three seniors talking about their plans for working after they graduate. Notice three things:

1. What kinds of jobs are they considering?
2. What experiences did these seniors have in preparation for work after graduation?
3. What qualities about these jobs did seniors identify?

MATERIALS: Chalkboard or butcher paper to itemize responses.

INSTRUCTION: Show slide tape. Discuss questions posed earlier. Additional questions.

NARRATION: What effect did Rosa's, David's, and Karen's parents have on their decision?

How have your parents influenced your career decision?

With both husbands and wives working, what effects will this have on their home life?

- responsibilities for chores and household operations?

- what about taking care of children?

These and other questions could be posed about the effect of both husbands and wives working. We are not trying to tell you what you ought to do, but to think about the options available to you, the obligations and possible areas of friction that can occur when both husbands and wives work.

TITLE: DECISION MAKING

LENGTH OF ACTIVITY: 12 minutes

RATIONALE: To provide cognitive information on the process of decision making. Film:"Journey-The Quest for Self Reliance" BFA (optional)
MATERIAL: Chalkboard and chalk or overhead transparency of Decision Making chart.

INSTRUCTION: This is the only lecture style block in the entire package. The purpose of the block as stated in the rationale is to provide students with definite instructional steps in how decisions can be made. In your narration it is critical to emphasize the need for examining alternatives. You will develop your own narration as you present this block; feel free to modify or change the narration as you see fit.

NOTE: The film entitled "Journey-The Quest for Self Reliance" provides a break in the primarily occupational information. The film centers on a person making critical decisions. It can be used to identify a decision-making process. In a discussion with students, help them identify four major decisions, rationale building up to each one, process used to make the decision (information gathering, deciding to decide, acting on the decision, living with the consequences).

NARRATION: Decision making is a process we spend a great deal of time involved in, and one which we don't always understand. The first step in the process is to examine a situation to determine if a decision can, or need be made in relation to a pre-selected goal. There are a number of factors which influence our recognition of the need for decision making. Among these factors are values, religions, family influence, the pressure exerted by friends, and the influence of the media. Regardless of the factors, the important feature of the process occurs when the person recognizes that a decision must be made.

The next step which occurs is an information gathering section, in which the decision maker notes alternatives. Each alternative must be weighed in terms of what is the risk factor, ie, what are its chances of success? Some alternatives have a high chance of success, however, others are so implausible as to be mere exercises in fantasy. The chances of success must be evaluated for each alternative. The question must be one of "Can this alternative actually achieve the goal I need to reach?"

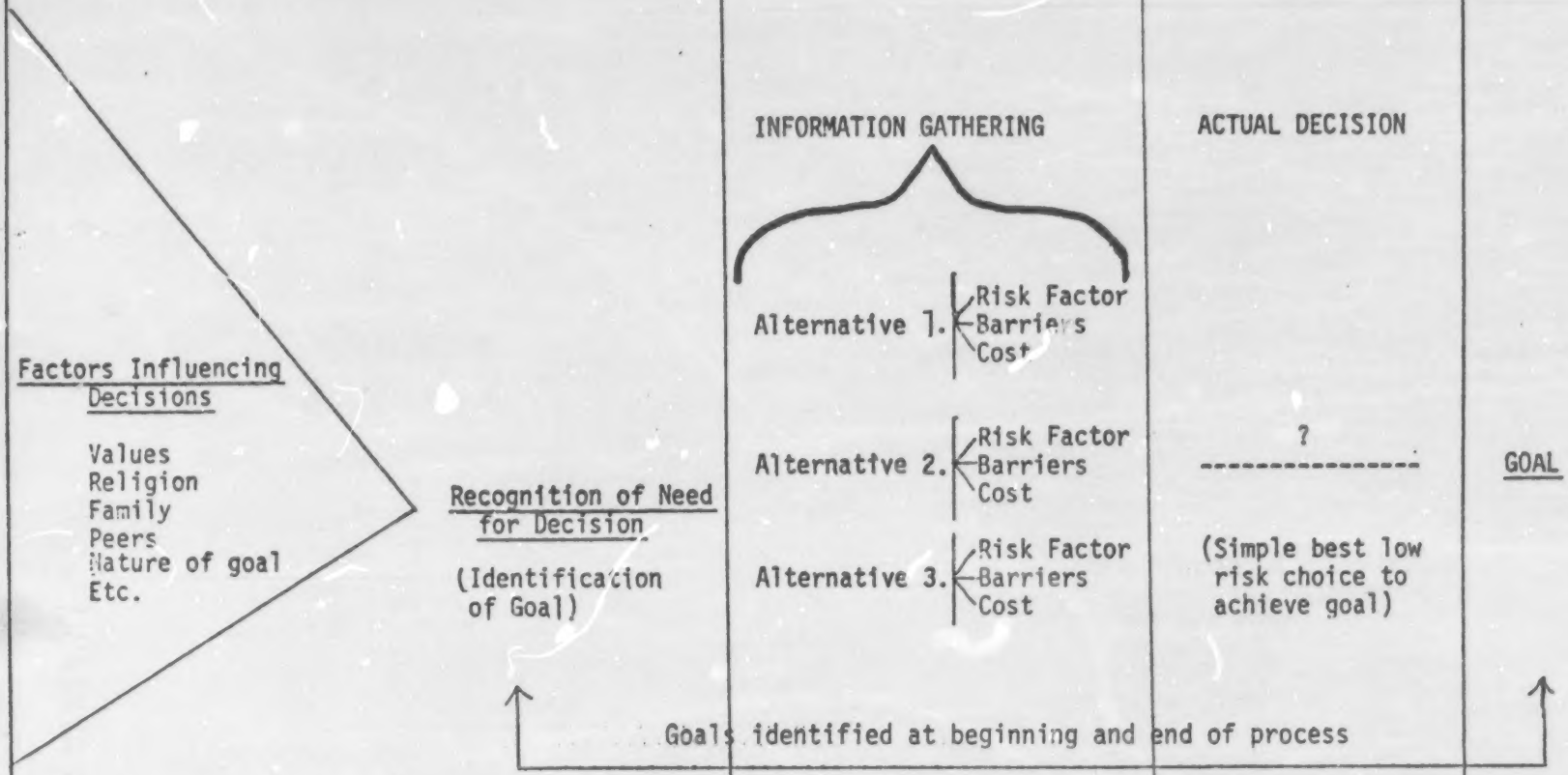
Each alternative must also be weighed in terms of the barriers to success. What will keep this alternative from succeeding? These barriers must be identified prior to our selection of an alternative.

NARRATION:

Finally, there is a cost to each alternative. This cost may be in time or money or self, but we must realize that there is nothing free in our society. The cost of the alternative must be considered.

Most events in our lives don't just happen. We cause them to happen through our decision making or lack of it. Decision making can be practiced. This practice is the purpose of the next exercise.

TITLE: A VIEW OF DECISION MAKING

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TITLE: SOME PERSONAL/CAREER DECISION MAKING

LENGTH OF ACTIVITY: 25 minutes

RATIONALE: Decision making is a very involved process. Students can learn the process through practice in a controlled atmosphere.

MATERIALS: Vignettes of Decision Making (John, Caleb, Mary, Ruthis, Rodney, Juan and Sally) Decision Making Summary Sheet

INSTRUCTION: Participants are divided into groups of 5 or 6. Each member of the group should receive a sheet of paper with a character description on it.

NARRATION: One of your friends has become a little concerned about his future. Your friend has a number of personal and career decisions to make. This friend has asked a group of you to assist him/her with a career decision because you know so much about careers and job futures.

* Using the information paragraphs provided, determine what sort of situation your friend is in. Using the Decision Making sheet provided, identify what skills or training your friend has, and then make some career decisions for him/her based on information in Post-Secondary Supply and Demand in Texas. Choose the career you think, based on the information you have, your friend will enjoy the most. Consider your friends personal needs, their training, their need for monetary security, and the job futures of the various careers they are interested in.

Read the character sketches you have received, discuss the information you have, and make a decision.

To further enhance this activity, students might be allowed to role play the characters in the vignettes. Teachers should make sure students are familiar enough with the character sketches to answer questions.

* Have Skills & Activities checklist from page 1 available for reference.

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JOHN

John is due to graduate from a small high school in Texas in May of 1984. He is in the top quarter of his class. He has always been interested in engineering. He has completed algebra, calculus, and a physics course. His father was a graduate of Texas A&M and is an active member of the alumni society. John has always wanted to attend A&M. He has also applied at the University of New Mexico. He has been accepted, with all tuition and books paid. John's parents prefer that he remain close to home because of his mother's poor health.

John's uncle, who lives in John's home town, has offered him a job in the uncle's trucking firm. John will begin work at about One Thousand Dollars per month. John doesn't think he'd really like the work but he knows he could use the money. He thinks he'd rather be an engineer. John is a little confused about his future. Assist him with his decision by examining future job markets and determine his alternatives. What will he do?

CALEB

Caleb graduated from the University of Texas with a degree in English. He has a minor in Philosophy. As a child he developed a past-time talent of playing guitar and singing. However, he had put aside the prospect of pursuing it because of doubts of financial success at it. While he was in school he supported himself by working at a popular local sandwich and steak house. He has worked himself into a position as assistant manager. On weekends he plays guitar and sings music he has composed at his place of business. He enjoys playing and has said it is the best part of the job. At the present time Caleb is earning enough money to support himself and save a little. He is not certain about his future. A friend has urged him to get his doctorate in English. The steak house has been in business for fifteen years. The owner has received a loan to allow him to expand the business. If the steak house expands, the owner plans to do away with the music and concentrate on food only.

It is time to enroll in graduate school. Caleb must decide whether to return to school or to continue with the steak house.

MARY

Mary has completed her baccalaureate degree. Her degree is in business with a bachelors certificate. She has acquired a few bills because of her education. Although she owes her grandmother for a school loan, she does not have to repay it immediately. Mary has always wanted to go to law school She has applied and been accepted. She has additionally been offered two jobs; one job as accounting clerk in a law firm, and the other as an assistant manager in a book store, with a chance of advancing to assistant manager within eighteen months.

Based upon Mary's personal wants and needs and job futures, make a decision for her.

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RUTHIE

Ruthie will graduate in May from a large Austin high school. She has completed all of the secretarial courses and is working part-time at the Triplex Company. She enjoys her work. Ruthie has no desire to go to college right now. She wants to advance in the company, but advancement with Triplex is very slow. If she goes to work full-time with Triplex her starting pay would be Nine Hundred Dollars a month. Ruth thinks this would not be an adequate salary because she wants to move into an apartment. She has interviewed for a job in El Paso which pays Eleven Hundred Dollars a month, but she must re-train into computer science. Ruth's boyfriend is a senior at UT-Austin. He hopes they can be married when he completes his degree. He wants her to stay with Triplex. Ruth's mom wants her to stay in Austin. She wants Ruth to marry. Being on her own is very important to Ruth. Ruth is not certain she is ready for marriage. She wants to have a job that has a secure future. Help her make a decision based on life style needs and job futures.

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JUAN

Juan is a candidate for spring graduation from high school. Since his family moved here from Mexico when Juan was in third grade, Juan has struggled to master use of the English language, and having been successful, will graduate in the upper 50% of the class.

Juan's parents are ranch workers and Juan has always had an interest in horses. Juan excelled in his Vocational-Agricultural classes in high school, and shows promise in the field of livestock management. Juan's family is in need of financial assistance for his brothers and sisters to continue in public school. Juan would like to be able to work close to home to help provide for his family.

What would you advise Juan to do after graduation?

SALLY

Sally is a bright and active 17-year old high school senior who has epilepsy, as diagnosed in early childhood. Sally's condition is controlled by medication and rarely does she ever suffer any health problems. Sally has excelled in high school classes in typing and bookkeeping. She is also very good in athletics, and her dream is to be a high school girl's coach, specializing in the areas of swimming and track. Her physician encourages her to pursue sports as long as she eats properly and get sufficient rest. Her parents are worried that her pursuit of a career in sports could have detrimental effects on her health in later years. They have advised her to go to secretarial school.

She has a chance to be a summer camp counselor for a scout organization this June. She will have to decide whether or not to accept by the last week in May. What do you think Sally should do?

RODNEY

Rodney has been out of high school two years. While he was in high school he concentrated on vocational agriculture and welding. After high school he completed a welding course at a technical school in one year, and finished first in his class. For the past year he has been trying to break into rodeoing. He has been a calf roper since the sixth grade. Rodney says he enjoys rodeoing more than anything, except when he's hurt. He has broken his wrist and thumb, and sprained his knee several times. A doctor has said there is a chance of permanent damage. During his entire career he has won Three Hundred and Eighty-Five Dollars. His father thinks he has real potential as a welder. The company his father works for has offered Rodney a job. At the interview, the company representative said Rodney could move into management in at least four years. The company has a policy of promoting people from within the company, but requires college or additional technical training.

Based upon Rodney's personal wants and needs and job futures, make a decision for him.

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## DECISION MAKING

1. What special skills, talents, or degrees does your character have? Refer to Skills Checklist on page 10.

_____ _____

_____ _____

_____ _____

2. Do they want additional training? Yes_____ No_____
   Education?
   If yes, list: _____

_____

_____

3. What are your character's short term (1-2 year) alternatives & goals? (Refer to Post Secondary Supply & Demand in Texas)

| Alternatives | Possibilities of Success |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

4. What are your character's long range (3 - 5 year) alternatives and goal?

| Alternatives | Possibilities of Success |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

5. What decision should your character make? _____

_____

TITLE: PERSONAL DECISION MAKING

LENGTH OF ACTIVITY: 20 minutes

RATIONALE: Students will gain information on job futures.

MATERIALS: Personal Decision Making sheet, * Post-Secondary Supply & Demand in Texas (1 copy for each 5 students), "Texas Educational Opportunity Guide" (1 for each student).

INSTRUCTION: The participants have completed some decision making for fictional characters, now it is their turn to make some decisions for themselves.

Students should still be in their decision making groups.

The Post-Secondary books should be distributed to each group at the rate of one for each five students. The "Texas Educational Opportunity Guide" should be distributed to each participant.

Review with the participants the content of each document handed out. Be sure to include where specific information is located, such as, information pertaining to health and medical schools can be found beginning on page 23 in the "Opportunity Guide".

Distribute Personal Decision Making sheet to each participant and let each person select a job they have an interest in, and complete the form.

* Have available here for use own Skills and Activities lists from page 14.

NARRATION:

In looking over the Post Secondary book, note the index listings on pages 9 and 36. Listings in the book are read by column by turning the book up and down for the reader to easily scan.

The terms 'supply and demand' here refer to the number of persons available for a job, and the number of jobs available.



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TITLE: PERSONAL DECISION MAKING

1. What do you want to do? *

   a. _____

2. What are the short term supply and demand conditions?

   a. _____

3. What are the long term supply and demand conditions?

   a. _____

4. What is the expected salary?

   a. _____

5. Is there a degree or training program?

   a. _____

   What type of program:

   b. _____

6. Where can you receive training in Texas?

   a. _____

   b. _____

   c. _____

7. Name some jobs or occupations that are closely related to your chosen profession.

   a. _____

   b. _____

   c. _____

* This question could be restated: Reviewing job skills and activities, page 14, and considering your own career wants, write down the name of a job you want to do.

TITLE: JOB INTERVIEW INTRODUCTION

LENGTH OF ACTIVITY: 30 Minutes

RATIONALE: To provide students with a vicarious interview experience, with a film to introduce them to what an interview is like, and how it might feel to be interviewed.

MATERIALS: 16mm film, "Interview: Ready or Not"
Distributed by: Churchill Films
662 N. Robertson Blvd.
Los Angeles, CA. 90069

INSTRUCTION:

The job interview is an experience many students have not had, or if they have had, it was probably rather perfunctory. This film will give them an idea of what an interview is like and how to prepare for the interview.

Introduce the film. Stop film after the interview portion of the film for discussion. You may wish to stop the film intermittently for discussion on key points.

Note: You may choose to use this time to identify my five best qualities, and strength bombardment.

NARRATION:

If you were hiring someone to work for you, what personal qualities would you look for? (List on chalk board or butcher paper. )

In this film you will see a person in a simulated job interview. Imagine that you are the employer. Decide whether you would hire this person. Think of reasons why, or why not.

(After interview questions)
Would you hire this person? Why? What personal qualities did the person have or lack? What did he do to communicate these qualities? Do you think these are really the qualities this person has?

(After the film questions)
What qualities did the class identify in their classmate? What experiences have you had with job interviews? How were they like or different from this interview? How can you use the information you have identified to help you in a job interview? Can you add to your list of personal qualities?

TITLE: THE JOB INTERVIEW

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LENGTH OF ACTIVITY: 35 - 40 minutes

RATIONALE: To provide the students with an exposure to the experience of the job interview.

MATERIALS: Job Interview Question Guide Sheet.

INSTRUCTION: The job interview is usually the culminating activity of the job seeking process. It is another area in which many first-time job seekers make a number of errors which could have been avoided. This exercise provides some experience for students in the job interview process. If it is at all possible, a local business person should be involved here, either to conduct interviews or to discuss the interviews later, with participants.

*Special Instructions: to adapt this activity for handicapped students, you might wish to simulate role playing or actual example of a job interview for a person in a wheelchair, a visually impaired person, or a hearing impaired person.

NARRATION: One of the final steps you must prepare for is a job interview. Many of you know from the job application exercise that it would have been helpful if you could have interviewed the prospective employees. Most employers feel that way, also. They need to know a number of things about an employee which can only be determined in a face-to-face setting.

There are a number of things you should consider in preparing for an interview.

Dress properly. The key here is to dress as you would if you had the job. Explore the nature of the job and dress for it.

In gathering information about the job, learn something about what is required, what you would do on the job. Be able to talk intelligently about the job and the organization during the interview. Let the interviewer know you are interested in the job enough to have done some research.

Pay attention to what you communicate by the way you sit or exhibit nervousness. Stay relaxed, be comfortable, look at the interviewer, and speak so he/she can hear you. Speak slowly.
Remember, you have a number of rights as an employee. These include how much and how often you get paid, working hours, days off, sick leave and insurance benefits, among others. If the interviewer doesn't tell you

INSTRUCTION: For the actual interviews, the students should be divided into 3 groups

INSTRUCTION: While the participants are reading and preparing themselves, arrange a desk with 2 chairs, 1 with its back to the group. Welcome the job applicant and in the interview, address some of the questions on the list. You may use others. Keep the interview short. Under normal conditions, keep the interview from 5 to 7 minutes in length. When the interviews are completed, have each group to identify some of the positive aspects of their representative interviewee.

Each interviewee should be debriefed. Each may be asked several questions, such as;

1) What was the toughest part of the interview?
2) What was the easiest part of the interview?
3) What part of your performance did you think was the strongest? the weakest?

You may want to identify the student you think conducted the best interview. When you complete the exercise, go back over the important points of the job interview process.

these things, ask him/her. It is usually wise to not leave the impression that the job benefits are the most important part of the job. They are important, however, and if you don't have enough information, ask the interviewer.

NARRATION: The questions you are asked will vary from job to job. There are some general questions which are typical of most interviews. I will distribute this list to you now. After examining the list, select one member of your group to be interviewed. Help him or her to get their answers prepared. Let me ask you not to play a role here. Use your own experiences. If you use your own background you won't get confused. About your information, remember, there will be some variety in the questions you will be asked. They may differ some from what you have been asked before.

NARRATION: Here is the job you are applying for. While I am interviewing a member of your group, I want the other group members to note down the things he/she does right. Don't worry about the mistakes, we'll talk about them in our debriefing.

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JOB DESCRIPTION

MANAGEMENT TRAINEE
Retail Book and Record Store

DUTIES:

- Operates cash register
- Orders stock
- Conducts inventory
- Assists customers with selections
- Stocks shelves with new merchandise

SKILLS:

- Computing
- Organizing
- Counting
- Communicating with customers
- Displaying shelved material
- handling stock
- Finding materials for customers

HOURS:

- 9:30 to 5:30 M-W-F
- 12:00 to 8:00 T-T-S

PAY:

Minimum Wage during training period. When training period is completed, salary based on $4.50 per hour and 5% of net monthly profit.

## JOB INTERVIEW QUESTION GUIDE

1. Why do you want this job?
2. What are your greatest strengths/weaknesses?
3. What sorts of goals do you have for yourself?
4. Briefly describe your work background.
5. What are some things you have done best in school?
   In business or your work?
6. What are some of the things you have not done so well?
7. What is your reason for changing jobs?
8. Briefly describe your educational background.
9. How about overtime work?
10. How did previous employers treat you?
11. Why do you think you might like to work for our company?
12. What kind of boss do you prefer?
13. Do you like regular hours?
14. What have you done which shows initiative and willingness to work?
15. Do you feel you have done the best scholastic work of which you are capable?
16. What are your future career or occupational plans?
17. Do you think that your extracurricular activities were worth the time you devoted to them? Why?

TITLE: BUDGETING AND FINANCE - THE PAYCHECK

LENGTH OF ACTIVITY: 10 minutes

RATIONALE: Everyone who works gets paid, usually by check. However, this check is not in the amount of gross wages a person may earn. Students need to know how much money is to be taken out of their checks and for what.

INSTRUCTION: Use first question in narration to get involvement of students.

Elicit second question from someone who has worked.

Students will respond with such things as social security, withholding tax, insurance, and perhaps other items.

Show overhead of check stubs. Explain the various parts of the two check stubs.

Explain: F.I.C.A., Federal Insurance Compensation Act (Social Security 6.65%), withholding tax.

Since income taxes (withholding taxes) are going down, you may wish to keep up-to-date withholding information for your students. Current (Oct. 1981) withholding tax tables are attached for your convenience.

MATERIALS: Overhead transparencies of check stubs.

NARRATION: (Ask) How many of you have worked for wages and received a weekly or bi-weekly check for your work?
Did you get all the money you earned or were there deductions taken from your check?

What were the deductions for?

How do you know how much is taken out of your check and for what?

Some check stubs will be as complete as this one. Others will not be so complete. But your employer must show you what your gross wages were, and the amount of each deduction, and what the deduction was.

60

TITLE: BUDGETING AND FINANCE - BUDGETING EXERCISE

LENGTH OF ACTIVITY: 20 - 25 minutes

RATIONALE: Money earned from a job is spent to provide the necessities and amenities of life. Many high school students have little idea of what food, clothing and housing will cost when they leave home. This exercise is to help them get some understanding of what people earn and what can be purchased with these earnings.

MATERIALS: Butcher paper, magic marker, masking tape, overhead of check stubs, and percentages of salary expenditure by income level.

PROCEDURE: Form groups of 5 to 7 members. Provide materials to groups for building their budgets. Each group is given one of the situations below and asked to build a month's budget with the information they have. This budget must provide for food, housing, transportation, possibly some clothing, and withholding taxes (social security and income tax). You may wish to alter or change these suggested ideas to fit local conditions.

GROUP 1

You are making minimum wages ($3.35 per hour) and live by yourself. Build a budget, including withholding taxes, for 4 weeks work, with a 40-hour week. Include: food, housing, transportation to and from work.

GROUP 2

You are single, make $7.50 per hour, have a car payment of $191.00 per month. Build a budget that includes deductions, house or apartment rent, food, gas for work, clothing, entertainment and savings.

GROUP 3

You make $568.00 per month. Your spouse makes $1,016.00 per month. You have a house payment of $300.00 per month, health insurance of $32.00 per month. You have a 1-year old child, with a babysitter cost of $35.00 per week. Build a budget for one month. Be sure and include deductions, food, transportation costs, entertainment, laundry, and medical bills.

GROUP 4

You work part-time (35 hours at $2.90 per hour). You are going to college. Your family provides money for books, tuition, and one-half of your rent. Design a budget for 4 weeks.

GROUP 5

You earn $12.00 per hour on an oil field rig. You are making a car payment of $210.00 per month, paying one-fourth of fuel for 100-mile round trip to rig, 6 days per week, rent, food, T.V. payment of $35.00 per month, washer and dryer payment of $45.00 per month, and hospital bill payments of $75.00 per month. (This is for injuries suffered in an auto accident)

DEBRIEFING: After students have completed their budgets on the butcher paper, have each group report on their budgets.

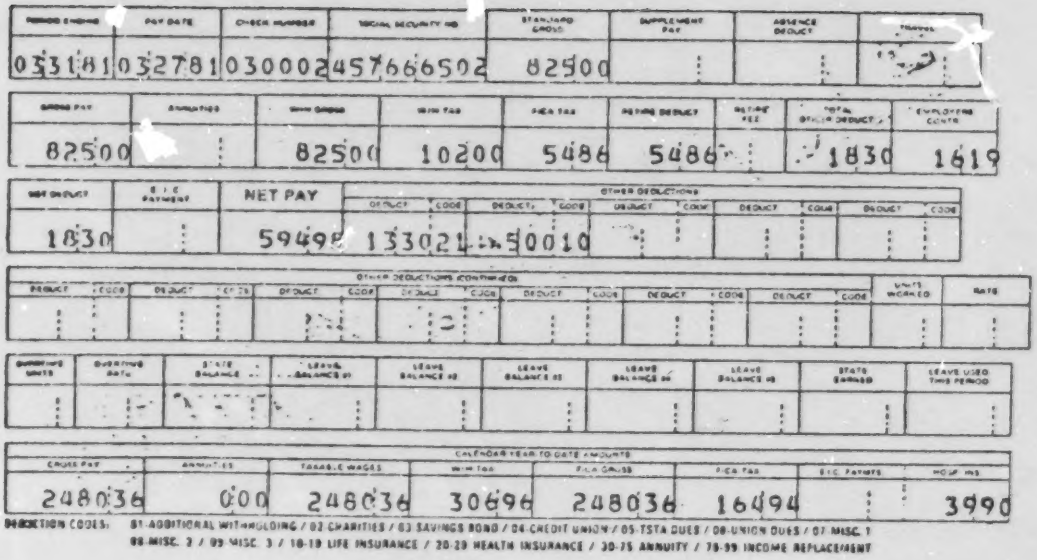
After all groups report, discuss with questions like those in the narration section.

Discuss the percentages and compare them to the student budgets. The amount of time for this activity will depend on interest.

NARRATION:

1. Are these budgets realistic:
2. How much is rent in this area? in Dallas? in Houston? closest town?
3. How much does fuel cost?

Now lets look at percentages of income spent on the family at three salary levels. This information is provided by the U. S. Department of Labor. Compare these percentages with your budgets.



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DEDUCTION CODES: 01-ADDITIONAL WITHHOLDING / 02-CHARITIES / 03-SAVINGS BOND / 04-CREDIT UNION / 05-TSTA DUES / 06-UNION DUES / 07-MISC. 1
08-MISC. 2 / 09-MISC. 3 / 10-19 LIFE INSURANCE / 20-29 HEALTH INSURANCE / 30-75 ANNUITY / 76-99 INCOME REPLACEMENT

GLOSSARY OF TERMS FOR CHECK STUB

Social Security Number: A number assigned to you by applying through your Social Security Administration.(In phone book)

Gross Pay: Total amount of your earnings before any withholdings are taken out.

FICA Tax: Social Security Taxes

Withholding Tax: Income Tax

Deductions: Could be medical insurance, payments to a bank or credit union, retirement, etc.

Net Pay: Pay you actually receive after all withholdings are taken out.

Retirement: Amount of money taken out and put into a fund that can be drawn out by you later, when you retire.

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ANNUAL BUDGETS FOR A 4-PERSON FAMILY AT THREE LEVELS OF LIVING
URBAN UNITED STATES, AUTUMN 1981

| COMPONENT | LOWER | INTERMEDIATE | HIGHER |
|---|---|---|---|
| Total Budget | % $15,323. | % $25,407. | % $38,060. |
| Total Family Consumption | 79 - 12,069. | 71--18,240. | 66-25,008. |
| Sub-Total | | | |
| Food | 30 -- 4,545. | 23-- 5,843. | 20--7,366. |
| Housing | 18.5-2,817. | 22-- 5,546. | 22--8,423. |
| Transportation | 8.5-1,311. | 9-- 2,372. | 8--3,075. |
| Clothing | 6 --- 937. | 5-- 1,333. | 5--1,947. |
| Personal Care | 2 --- 379. | 2---- 508. | 2-- 919. |
| Medical Care | 9.5-1,436. | 5.5-1,443. | 4--1,505. |
| Other Family Consumption | 4.5-- 644. | 4.5-1,196. | 5--1,972. |
| Other Items | 4 --- 621. | 4---1,021. | 4--1,718. |
| Social Security & Disability | 7 - 1,036. | 7---1,703. | 5--1,993. |
| Personal Income Taxes | 10 - 1,596. | 18---4,443. | 25- 9,340. |
| | 100% | 100% | 100% |

Source: U.S. Department of Labor

# ADDENDA

## BANKS AND BANKING

In our society it is usually necessary to have a bank account in order to deal with the various monetary transactions we face daily. Below are some ideas concerning opening an account.

Some banks have special programs;
**Bank Club Benefits:**

1. **Monthly $3.00 service charge**
2. **Free travelers checks, cashiers checks, money orders**
3. **Insurance coverage**
4. **Club newsletter-specifying special rates, discounts**

**Minimum Balance Account:**

1. **No service charge, if a minimum balance is maintained**
2. **Service charge, if balance drops below specified rate.**

**To Open An Account You Will Need:**

1. **Personal identification**
2. **Permanent address and telephone**
3. **Amount of deposit**
4. **Employment information**
5. **Type of account desired**

**You will be given an account number which will be printed on your personal checks. The checks should be delivered in approximately one week. They will be numbered and come in groups of 25 checks per stack. It is helpful to keep the checks in order.**

**Keeping Up With The Balance:**

Single line method:

**Each space is used to record a check. Keep a balance figure as often as necessary to avoid being overdrawn.**

single line method

PLEASE BE SURE TO DEDUCT ANY PER CHECK CHARGES OR SERVICE CHARGES THAT MAY APPLY TO YOUR ACCOUNT

| # NO | DATE | CHECKS ISSUED TO OR DESCRIPTION OF DEPOSIT | (-) AMOUNT OF CHECK | | √ T | (-) CHECK FEE (IF ANY) | (+) AMOUNT OF DEPOSIT | | BALANCE | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | 540 | 60 |
| 101 | 1/3 | Family Insurance Co | 111 | 97 | | | | | | |
| 102 | 1/3 | SAVINGS + LOAN | 110 | 00 | | | | | | |
| 103 | 1/3 | SAFEWAY | 42 | 50 | | | | | | |
| 104 | 1/8 | CASH | 30 | 00 | | | 130 | 00 | 376 | 13 |
| 105 | 1/9 | SEARS | 27 | 00 | | | | | | |
| 106 | 1/9 | DAIRY BAR | 6 | 00 | | | | | | |



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**Double line method:**

**The check is recorded in the white area. The gray tinted area is used to record the purpose of the check. The balance is recorded after each check in the gray area of the balance column.**

Double Line Method

PLEASE BE SURE TO DEDUCT ANY PER CHECK CHARGES OR SERVICE CHARGES THAT MAY APPLY TO YOUR ACCOUNT

| NO. | DATE | CHECKS ISSUED TO OR DESCRIPTION OF DEPOSIT | (-) AMOUNT OF CHECK | | √ T | (-) CHECK FEE (IF ANY) | (+) AMOUNT OF DEPOSIT | | BALANCE | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | 540 | 50 |
| 101 | 1/3 | Family Insurance Co<br>AUTO PREMIUM | 111 | 87 | | | | | 111<br>428 | 87<br>63 |
| 102 | 1/3 | SAVINGS & LOAN<br>CAR PAYMENT | 110 | 00 | | | | | 110<br>318 | 00<br>63 |
| 103 | 1/3 | SAFE WAY<br>GROCERIES | 42 | 50 | | | | | 42<br>276 | 50<br>13 |
| | | DEPOSIT | | | | | 130 | 00 | 130<br>406 | 00<br>13 |
| 104 | 1/8 | CASH<br>FOR TRIP to DAL | 30 | 00 | | | | | 30<br>376 | 00<br>13 |
| 105 | 1/9 | SEARS<br>SHIRT + JEANS | 27 | 00 | | | | | 27<br>349 | 00<br>13 |
| 106 | 1/9 | DAIRY BAR<br>LUNCH/SNACK | 8 | 00 | | | | | 8<br>341 | 00<br>13 |
| | | | | | | | | | | |
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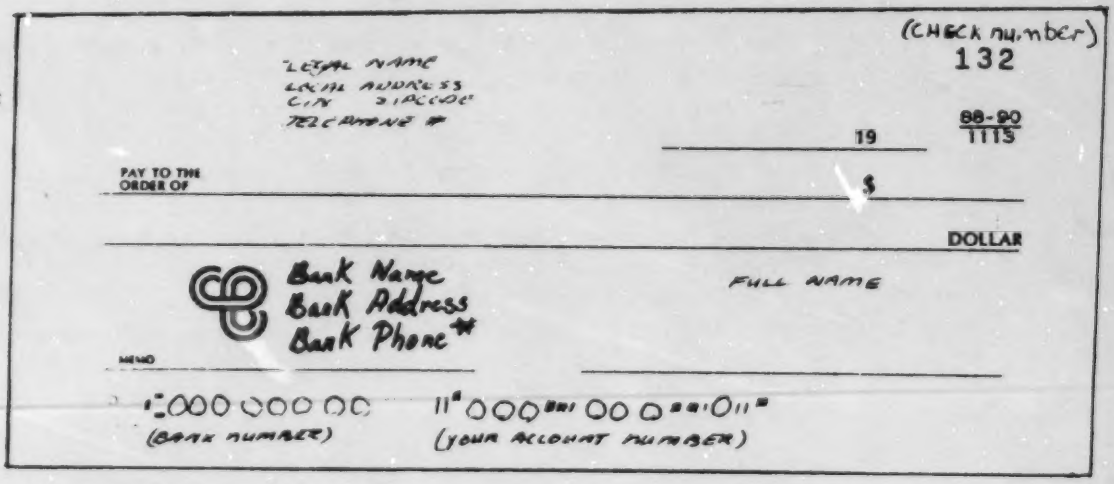
REMEMBER TO RECORD AUTOMATIC PAYMENTS / DEPOSITS ON DATE AUTHORIZED

The Check:

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## JOB APPLICATION AND JOB INTERVIEW INFORMATION

1. One should select a type of work that is in line with their aptitudes, abilities and interests- something you like to do. Know your labor market, seek work in an expanding field, if possible.
2. Prepare a one-page PERSONAL DATA SHEET to take along when you go for your interview. Include personal and health data, education and special training, records of any work experience, hobbies, positions of leadership held, and names and addresses, telephone numbers of at least three references.
3. Obtain your Social Security Number and a birth certificate.
4. References should be notified that you plan to use their names on a job application. Note the correct spellings of their names, know their official positions, and have their complete addresses, telephone numbers.
5. Have clearly in mind what you have to offer the employer in the job for which you expect to apply.

### HOW TO ARRANGE FOR THE INTERVIEW

1. If you are arranging for an interview by letter, be certain that it is well prepared and properly written. The letter should be typed and not more than one page in length. Use short, concise sentences.
2. Enclose with your letter a self addressed stamped envelope.
3. If your request for an interview is made by telephone, make your call business-like, and courteous. Speak distinctly and with confidence. Give your name clearly.
4. Make certain you understand the time and place of the appointment. Know the name of the person you are to interview and how to pronounce it correctly. Write down this information and BE ON TIME!

### GET READY FOR YOUR INTERVIEW

1. Get a good rest the night before your interview in order to be at your best, both physically and mentally.
2. Allow plenty of time to get ready for your interview so you won't be rushed or take any chance of being late.
3. Make sure you bring your own pen and use only blue or black ink. Don't use a felt tip pen.
4. Be sure you are appropriately dressed.
5. It will be best to go alone to your appointment. Do not give the impression that you must lean on your parents or friends.
6. The employer needs the kind of service you can offer. Be yourself and display self-confidence, but not conceit.

### KEEPING THE APPOINTMENT

1. Make certain you are in the right place; if there is any question about it, inquire in a courteous manner.
2. Your impression on the person who receives you is very important. Approach this person with confidence and sincerity.
3. Introduce yourself and state briefly who you are to see.
4. If you are asked to fill out an application blank before your interview, do so promptly, neatly and accurately.

## FILLING OUT YOUR APPLICATION FORM

1. An application blank gives the employer a preliminary impression of you. It indicates your interests, training, work experience, habits, and personal background.
2. Read the application blank through carefully before attempting to answer any questions.
3. Unless otherwise instructed, fill out the application form in ink, Watch Your Spelling. Write CLEARLY AND NEATLY. LEGIBILITY is very important.
4. PROVIDE INFORMATION ON ALL ITEMS WHICH APPLY TO YOU.
5. Frame your answers concisely, briefly, and carefully. Use your personal data sheet to assist you.
6. If you have a question about anything on the form, ask about it.
7. Before returning the application, check it over carefully for any errors or questions.
8. ENCLOSE PHOTOGRAPH.

## "SELLING YOURSELF IN THE INTERVIEW"

1. Be confident and poised.
2. Greet the interviewer and call him by name, e.g., "Good morning, Mr. Smith." Introduce yourself at once. Shake hands only if he offers to do so. Remain standing unitl invited to sit down.
3. Sit comfortably and erect.
4. Circumstances will determine who will start the interview. You may find it appropriate to do so by stating why you came.
5. Speak freely, distinctly, positively, and to the point. Be interested, enthusiastic, and above all, sincere.
6. Try to focus attention on your strong points. Admit frankly, however, any limitations. Explain what you are doing to overcome these shortcomings.
7. It is important that you be a good listener, but do not hesitate to ask questions that you believe are pertinent. Volunteer important information if it is being overlooked.
8. Avoid giving the impression that you are interested only in the pay, be sure, however, that you understand clearly what wages you are to receive. If the employer does not offer this information, ask him diplomatically toward the end of the interview.
9. Be certain that you understand if you are to be employed or given further consideration.
10. When it is apparent that the interview is over, don't hang on. Express your appreciation for the employer's consideration, re-emphasize your interest in the job, and take your leave courteously and with poise.

## WHAT TO DO AFTER THE INTERVIEW

1. Inform the person who referred you to the job, regarding the outcome of your interview - it's the courteous and businesslike thing to do.
2. It is often a good idea to write the prospective employer a brief thank-you letter. This gives you an opportunity to reiterate your interest in the job.
3. If the job is offered to you, notify the employer of your acceptance as soon as possible. Assure him you will report at the time and place designated.
4. After you accept a job, extend your thanks to those who agreed to act as references to you.

5. If you accept some other job in the meantime, you should immediately notify both the employer to whom you applied and the person who referred you to him.
6. If you did not get the job, think through your first interview and try to discover what you could have done better.
7. Don't be discouraged if you do not get the first job for which you apply. Fortitude is needed in job seeking. Stick to it, until you get the kind of job you want.

MAKING GOOD ON THE JOB

1. If you are employed, accept your responsibility from the beginning.
2. Be certain to report to work on time. Avoid absenteeism and clock watching.
3. Be loyal to those for whom you work and with whom you work.
4. Be helpful to others. Be willing to do more than you are asked to do.
5. Exercise INITIATIVE - anticipate things to be done without waiting to be told.
6. Your success in the business world depends on your ability to get along with others. Give this point your special attention.

TITLE: APPLICATION OF LEARNING

LENGTH OF ACTIVITY:

MATERIALS: Current Texas Road Map
Current Bus Schedule
Handouts

INSTRUCTION: These exercises are designed to be practical applications of material learned in the classroom. The exercises are simply beginnings. As a teacher or workshop leader, you will want to create your own situations which are designed to test some of the practical learning which occurs in the classroom.

Usually the best way to use these situations is to divide the class into groups of 5 or 6 participants. Each group receives a different paragraph and the entire group is given 10 to 12 minutes to develop answers to the questions. Each group then selects a spokesperson to report their findings.

SITUATION I:

You have decided to drive to visit your aunt who lives in Bulverde, Texas.

--- How many miles will you travel from this location to Bulverde, using the most direct road route?
--- What county is it in?
--- Your poor old beat-up 1951 Ford pick-up with the 1960 Cadillac engine only gets 12 miles to the gallon. How many gallons of gas will it take for you to get to Bulverde?
---What will the round trip cost at current gasoline prices for regular gasoline?

SITUATION II:

You have decided to attend college at UT - El Paso. Your folks say they can't buy you a car until your birthday in two months. They suggest you ride the bus. You live in Junction.

---When will you leave by bus for El Paso?
---When will you arrive?
---What highway will you follow?
---If you needed to return to Junction the next day, when would you leave El Paso?
---How many hours total will it take for the trip?

Note: You may want to remind participants ;

Ar. means Arrive
Lv. means Leave

It may be necessary to read up one column and down another. Read the instructions on the schedule.

NOTE: To make this exercise more relevant to your particular group of students, we suggest you change the names of the colleges and towns.

SITUATION III:

At last, you've bought a car. In order to officially take delivery you must complete a certain amount of paper work.

---What county office should you visit?
---Is there a cost to get a title application?
---What is vehicle registration based on?
---What additional tax must you pay when you buy a car?

Answer: County Tax Assessor-Collector.
$3.00 Title Fee.
Vehicle Registration is based on the weight of the vehicle and date the application is filed.
Sales Tax must be paid.

SITUATION IV:

Your grandfather, who is 91, has decided to marry again. He wants you to check on the requirements for a marriage license in the State of Texas.

---What county office handles marriage licenses?
---What is the minimum age limit?
---What identification must you have?
---What additional paperwork do you need?

Answer: County Clerk handles marriage licenses.
Age limit is 18 years for both or 14 years with waivers.
Must have proof of age and identify, and social security number.

SITUATION V:

With a lot of regrets you've sold your 4-wheel drive Mercedes-Benz pickup. By law, you must provide certain information to certain people.

---What county office must you notify?
---What information about the vehicle must you provide?
---What information must you provide about the buyer and seller?
---As seller, must you pay the sales tax?

Answer: You must notify the County Tax Assessor-Collector of;
Buyer's name and address
Seller's name and address
Date of Sale
License plate number
Vehicle identification number
Make, model and description of vehicle

"Where Do I Go For .....?"

Name: Texas Department of Public Safety Drivers License Office

Location: County Courthouse or check telephone book or
Texas Department of Public Safety
P. O. Box 4087
Austin, Texas 78773

Provides: Application for drivers license
Duplicate license
Change of name or address
Special operators licenses

Paperwork Needed: Birth Certificate or proof of date and place of birth
If under 18 years, parent or guardian must sign

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Name: County Tax Assessor-Collector

Location: Usually County Courthouse

Provides: Automobile Title Application
Renewal of license plates (or by mail)
Voter Registration

Paperwork Needed: Old and new Automobile Title
License Plate Renewal Form

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Name: County Clerks Office

Location: Usually County Courthouse

Provides: Marriage License
Must have blood test
Physicians Certification
Proof of age and identity
Social Security number

Passport Applications
Absentee Voting Ballots
Copies of Military Separation Papers (Retirement)
Copies of Birth & Death Certificates

NOTES

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Texas Labor Market Review. Available: T.E.C. Building, Austin, Texas 78778

Qualities Employers Like, Dislike In Job Applicants. Available: The Advisory Council for Technical-Vocational Education in Texas P.O. Box 1886, Austin, Texas 78767

Continued:

POSTERS

Career Opportunities Posters. Available: TSC, Career Resource Program, Box 683, Dept. 23, Hanover, NH 03755.

Cluster Poster Set. Available: TSC, Career Resource Program, Box 683, Dept. 23, Hanover, NH 03755.